

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Foreign Language I – Spanish Updated May 2016 (Version 1.0)
<b>COURSE CODE:</b>	LANG2301
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	75 (30* hours theory, 45 hours Practical)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

## COURSE DESCRIPTION:

This course is aimed at developing the basic communicative competences in the target language by equipping students with both receptive (listening, reading) and productive (speaking, writing) skills to function in real life situations where Spanish is used. It is also expected to serve as a foundation course for the advanced course and for further studies in the language. The course aims to develop in students the ability and desire to use Spanish effectively for purposes of a practical communication in basic everyday situations. There are two components to the course a conversational and a generic part which are combined to provide learners with a holistic appreciation for the Spanish language.

## COURSE OUTCOMES:

**Upon successful completion of this course, students should:**

1. listen and understand simple spoken Spanish in varying situations
2. read and understand simple Spanish texts
3. write correctly in simple Spanish
4. exhibit sufficient knowledge of the customs of Spanish-speaking countries
5. extract specific relevant information from written and spoken Spanish

***N.B. The weighting assigned to the assessment of each component of this course:***

- |   |                   |
|---|-------------------|
| <b><i>1. Conversational Spanish</i></b> | <b><i>40%</i></b> |
| <b><i>2. General Spanish</i></b>        | <b><i>60%</i></b> |

*These are combined to calculate the final grade for candidates*

**UNIT I - La familia****(6 hours)****Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. identify the members of the family
2. use basic phrases to describe the members of their family
3. use the irregular verb *ser* in given situations
4. use the forms of selected regular verbs in expressions to talk about the family

**Content:**

1. Vocabulary for members of the family – hermano, hijo, padrastro, etc.)
2. The verb *llamarse* – como se llama tu mamá, tu papá, etc.
3. Commonly used verbs ( vivir, trabajar, ser, tener,)
4. Subject pronouns
5. Professions and occupations with *ser* – e.g. mi hermana y yo somos estudiantes
6. ¿Cuál es la profesión de tu madre? ¿Dónde trabaja tu madre?  
¿Dónde vive tu familia?  
¿Cuántos años tiene tu abuela? Mi abuela tiene 80 años?
7. Descriptive adjectives- alto, bajo, gordo, joven, viejo, - estricto, simpático)

**Culture:** Hispanic Families – e.g. prevalence of extended families.

**UNIT II - Mi Barrio****(6 hours)****Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. describe their community in Spanish
2. use the verb *estar* to express location, position and state/condition
3. give the Spanish for important buildings and other locations in the community
4. talk about weather conditions in Spanish
5. Name the seasons of the year and relate them with weather conditions

**Content:**

1. Name places in town ( restaurante, hotel, supermercado, hospital, etc.)
2. Ask where places are located e.g. ¿Dónde está...?
3. Prepositions – en, cerca de, al lado de, enfrente de, lejos de,
4. Seasons - Las estaciones del año
5. *Hacer* in idiomatic expressions to describe weather – Hace sol, hace buen tiempo etc.
6. ¿Qué tiempo hace en invierno normalmente?

### UNIT III - Mi Colegio

(6 hours)

#### **Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. give description and location of their school in Spanish
2. describe their uniforms in Spanish
3. name their courses and subjects in Spanish
4. state likes and dislikes in relation to their subjects
5. use correctly more Spanish verbs related to school and studies.

#### **Content:**

1. El nombre de mi instituto/ colegio/ Universidad es...
2. Names of subjects and courses (asignaturas- español, comunicación, administración de negocios; Curso – hotelería, negocios.)
3. Uniforme – camisa, pantalones, falda, zapatos, camiseta, calcetines, medias)
4. The verb gustar – no me gusta, me gusta, mi asignatura favorita,
5. Present tense of regular ar/ er and ir verbs- (estudiar, llevar, leer, comprender, escribir, asistir)

### UNIT IV - Mis Actividades

(7 hours)

#### **Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. use regular and irregular verbs to speak in Spanish about their activities
2. talk about hobbies and pastimes in Spanish
3. use *ir+a+ infinitives* to express intention with regards to activities
4. use *tener que* + infinitives to express obligation

#### **Content:**

1. Vocabulary for sports, household chores and other activities
2. Regular verbs- e.g. mirar, cocinar, comprar, practicar, limpiar, visitar, comer, beber; irregular verbs –jugar, ir, hacer, dormir.
3. Discussing plans or intentions – voy a estudiar ahora
4. Expressing obligation – Tengo que practicar el futbol

### UNIT V - Mi Rutina Diaria

(6 hours)

#### **Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. conjugate reflexive verbs
2. identify and use reflexive pronouns correctly
3. outline their daily routine in Spanish
4. ask others questions concerning their routine
5. using time expression to say when something is done
6. demonstrate an understanding of someone's routine in oral and written texts

**Content:**

1. Reflexive verbs- levantarse, bañarse, cepillarse, etc.
2. Other verbs- salir, regresar, etc.
3. ¿A qué hora te levantas? Me levanto a las ocho.
4. salir de.../ llegar a...
5. Ana se levanta a las siete
6. Vocabulary: adverbs of time - por la mañana, de la mañana, de la tarde,

**UNIT VI - De Compras I**

**(7 hours)**

**Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. give the Spanish for given food items in a shopping scenario
2. enquire in Spanish about the cost of items
3. quantify items required
4. use more regular and irregular verbs in Spanish
5. name the specialized stores where items can be purchased
6. use more stem changing verbs – e.g. costar, querer, preferir, etc.
7. use numbers 100-1000 etc.

**Content:**

1. Vocabulary - Spanish for food items- la carne, los vegetales, la leche, etc.
2. More regular verbs – comprar, vender, pedir
3. Shopping for specific food items at different shops: la frutería, la panadería, la heladeria, etc.
4. Stating intentions – voy a la panadería a comprar pan.
5. Asking about costs- Cuanto cuesta/ cuánto vale/ qué precio tiene...?
6. Stating costs – cuesta ochocientos dólares.
7. Stating quantities – un kilo de tomates, una libra de azúcar, etc.
8. Making requests – quiero una docena de naranjas por favor.

**Culture:** Monetary units of Hispanic countries.

**Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. identify in Spanish, specific clothing items
2. describe items of clothing using descriptive adjectives, stating colours and material of origin
3. use common Spanish expression in a shopping scenario, such as enquiring about size and preferences and responding to these questions
4. state likes and dislikes in Spanish
5. use demonstrative adjectives correctly
6. make comparison of inequality

**Content:**

1. More vocabulary for clothing- (la ropa, los zapatos, la falda, etc.
2. Shopping expressions – Que numero calza usted?  
- Que talla usas?
3. Material of origin- De que es la blusa? es de algodón.  
Quiero un par de zapatos de cuero.  
Prefiero una falda negra
4. Demonstrative adjectives - esta, este, esa, ese, estas, etc.
5. Review the verbs- gustar, encantar, preferir, etc.

**METHODS OF DELIVERY:**

1. Lectures
2. Discussion
3. Situational Role Play
4. Dialogues
5. Use of authentic materials for listening and reading comprehension
6. Exercises to enhance pronunciation
7. Research projects given as oral presentations and in writing
8. Writing exercises

**Conversational Spanish****(30 Hours, 2 hours per week)****COURSE DESCRIPTION:**

This course focuses on memorizing, speaking, listening and writing basic Spanish phrases to allow non-Spanish speakers to communicate at the basic level with Spanish speakers. It includes giving instructions, understanding basic questions and responses and mastering industry specific vocabulary that pertains to the business, hospitality, tourism and other sectors.

**COURSE OUTCOMES:**

**Upon successful completion of this course, students should:**

1. Communicate in Spanish within the following contexts listed within the units

**SPANISH LANGUAGE FUNDAMENTALS**

Identify and demonstrate pronunciation of Spanish vowels, consonants and diphthongs

**ESSENTIAL WORKPLACE SPANISH**

- Identify interrogatory words, colours and numbers [0- 2015 etc.]
- Pronounce well and know the days of the week, months, age, birthdays, holidays and telephone numbers in Spanish [make reservations]
- Demonstrate how to say the time and write dates in Spanish
- Greet, introduce and say farewell in Spanish
- Demonstrate the use of proper etiquette terms and commands/directional words in Spanish
- Memorize articles of clothing [use the verbs, llevar; usar; clazar; costar]
- Conjugate and use the verbs ‘ser’ and ‘estar’ appropriately
- Say profession and give brief job description in Spanish
- Demonstrate how to say the price of items
- Memorize, identify and describe visible body parts in Spanish
- Memorize, identify and describe place/ facilities at the hotel/factory/business in Spanish
- Demonstrate the address and say where places are in Spanish

- Memorize and identify vocabulary for the equipment used and say their location in Spanish
- Memorize and practice specific vocabulary for housekeeping, reception/front desk, business and food and beverage operations.
- Demonstrate how to use ‘gustar’
- Memorize ingredients and kitchen tools
- Memorize how to express universal signs [no smoking, bathroom etc.] in Spanish

## METHODS OF ASSESSMENT AND EVALUATION:

### General Spanish (45 hours)

**(60% of total grade)**

There will be *continuous assessment* throughout the course and at the end. Tests will be given in the areas of listening, speaking, reading and writing.

a. Continuous Assessment:	40%
i. Oral	20%
ii. Listening comprehension	10%
iii. Writing	10%
b. Final Examination:	60%
i. Oral	30%
ii. Reading and Writing	30%

### Conversational Spanish (30 hours)

**(40% of total grade)**

**Coursework and in class tests: Continuous Assessment** 60%

Class Participation	5%
Oral	20% ( <i>emphasis of course on basic proficiency in speaking</i> )
Listening	10% (In-Class test)
Reading	10% (In-Class test)
Writing	15% (In-Class & take home piece: 5%, Portfolio: 10%)

**Project on a Spanish Speaking country, giving general information:** 40%

The project will have an *oral presentation which must entail at least 50% in Spanish*, given that these students are not Spanish specialist. It will be prepared to be presented at the end of the course.

In order to complete the project, each student will hand in a written text in Spanish, covering all of the areas indicated below (but not limited to):

- Map/Cuisine/ Gastronomy
- National Symbols
- Places of interest
- Population
- Currency
- Celebration etc.

**Students must pass both coursework and final project to complete successfully. Regular class attendance is important and expected. For this course both tardiness and early departure from class are considered forms of absenteeism. Students absent from class for any reason are still responsible for all work missed. Instructors have the right to determine whether work missed can be made up and have the liberty to set reasonable expectations for attendance.**

## **RESOURCE MATERIAL:**

### **Prescribed:**

Prado, M. (1997) Practical Spanish Grammar (latest edition) Wiley Publisher

### **Recommended:**

Spanish Dictionary

Jarvis, Ana C. Lebrede, Raquel (1996). *Basic Spanish Grammar Workbook*

Bankay, Anne-Marie, Kemchand, Ingrid et al, Chevene: Spanish for Caribbean Secondary Schools: Students Book 1 (latest edition) NJ: Pearson Longman

Blommers, T. J, Lagunas-Solar, M., et al (2006). *Dimelotu!* (5th ed.) Boston: The Thomson Corporation

Lewis, Malva. J, Nelson-Spinger, Yolanda

Kattan –Ibarra, J. (1993). *Teach yourself Spanish*. IL: NTC/ Contemporary Publishing.

Moore, Zena (1997) *Español Para la Vida Book 1*(latest edition) Nelson Thrones



**Websites:**

Google Translate – <http://google.com.jm>

Study Spanish.com- <http://www.studyspanish.com>

[http://www.123teachme.com/learn\\_spanish/conversational\\_spanish](http://www.123teachme.com/learn_spanish/conversational_spanish)

<http://www.learnspanishtoday.com/>

<http://www.learnspanish.com>

[http://www.openculture.com/free\\_spanish\\_lessons](http://www.openculture.com/free_spanish_lessons)

[www.bbc.co.uk/languages/spanish/guide/alphabet.shtml](http://www.bbc.co.uk/languages/spanish/guide/alphabet.shtml)